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DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Monthly Special Education Director Call

Special Education Programs
September 15, 2020

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Effective Practices

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IEP Quality Website Tip of the Month

Components of Annual Goals: Observable, Measurable Behavior

The behavior in any annual goal should be described in a way so that the parent, child (if appropriate), and any staff member can read the statement and understand what skill(s) the child should be demonstrating or achieving without the need for additional interpretation. The skill(s) identified are the instructional focus for specially-designed instruction.

Observable behaviors allow more than one teacher or observer to agree upon the extent to which the behavior has occurred.

Measurable behavior can be counted or quantified in a reliable manner.

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IEP Quality Website Tip of the Month

Is this behavior observable / measurable?	YES	NO
Maddie will demonstrate appropriate classroom behavior.		X
Carlos will improve his reading comprehension skills.		X
John will improve his math reasoning skills.		X
John will improve his math reasoning skills *as demonstrated by* reading five 4th-grade level word problems involving multiplication and division and identifying which operation must be performed to solve the problem.	X	
Micah will complete a store purchase accurately by correctly adding up the cost of items and providing money to cover the cost, without assistance.	X	

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IEP Quality Website
Tip of the Month

iep Q
IEP Quality Project

Also, the initial CONDITIONS components of a goal can be part of what makes a behavior observable and measurable because they establish the specifics regarding the demonstrated skill:

Given a third grade level text of between 150-200 words containing a set of words with the phonemes ough, aigh, eigh, ai, ea, ay, ou, oul, and oi with all of their possible corresponding sounds/pronunciations, Jake will read the paragraph aloud with fewer than two decoding errors (self-corrections/ repetitions not counting as errors) in 3/3 consecutive trials.

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IEP Quality Website
Tip of the Month

iep Q
IEP Quality Project

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Accommodations

- SD Tools, Supports, and Accommodations (SD TSA) update
- https://sd.portal.airast.org/users/educators - In the resource section – right hand side of website towards the bottom
- Accommodations **enabled at state level**
  - Reading Passages accommodation (text-to-speech or read aloud – document needed)
  - Print on Demand (document needed)
  - Permissive mode (email)
  - Non-embedded accommodations (email)
  - https://doe.sd.gov/Assessment/ (in the Important Testing Documents section)
- When?
  - For Interims – a week before giving the interim assessment
  - For summative – by Feb 1

South Dakota's
Tools, Supports, and
Accommodations Guidelines

Updated July 2020
September 2019

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Portions of the materials included in this document are provided, in whole or part, by the Smarter Balanced Assessment to support the South Dakota Department of Education in implementing South Dakota's state assessment system. The original Smarter Balanced documents were added through assistance and input from the National Center on Educational Outcomes. As a member of Smarter Balanced consortium, the South Dakota Department of Education has authorization to make available all content within this document for reproduction and distribution for educational purposes without permissions.

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What's new

Accommodations

- 100s Number Chart (can be used 3-8 & 11)
- Multiplication Table (can be used by 3-8 & 11)
- Multiplication Table (now 1-12 facts)
- 100s chart and multiplication table
- Found at: https://sd.portal.cambiumast.com/resources/operational-assessments-resources-sdelam-ed/

Assistive Technology Manual

- Found at http://sd.portal.cambiumast.com/resources/user-guides-manuals-tc

South Dakota Assessment Program

Assistive Technology Manual
2020–2021

Published August 13, 2020
Prepared by Cambium Assessment, Inc.

CA
Cambium
Assessment

Descriptions of the operation of Cambium Assessment, Inc. (CAI) systems are property of CAI and are used with the permission of CAI.

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**September Behavior Tip:
Temperature Check- How Do We Know
How Their Doing?**

1. Can be done face-to-face, private Kahoot, paper, etc.
2. Do it weekly
3. Listen to what their saying
4. Look for patterns
5. Follow up with them
6. Opens a door for students to ask for help
7. You don't have to be the expert!
   A. Do they need to see the counselor?
   B. Do they need something more?

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Questions to ask:

1. How do you feel about how this week is going?
2. What are you excited about?
3. Is there anything you are worried about?
4. Is there something you have been avoiding?
5. Do you have someone you can talk to?
6. Etc.

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Accountability

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Part B Early Childhood Outcomes Indicator 7 - Progress Monitoring

Districts should use evaluation procedures adopted during the COVID–19 school closures for progress monitoring.

- If the student has been evaluated using the BDI-2 within the past 6 months to a year, and the team determines those scores are reflective of the student's current ability, this evaluation can be used for entry/exit.

- How to document program notes:

  1. Transition from Part C to Part B:
     - If scores are pulled forward from a previous evaluation, your program note 1 will be "Part C entry" and program note 2 will be "Transition".
     - If an evaluation doesn't occur, you will need to refer to Part C guidelines for exiting the student.

  2. The BDI-2 does not assess students in all areas needed for indicator reporting once the student turns 6. If the assessment was not completed for exiting purposes the students will not be counted for Indicator 7.
     - On the students Part B entry or transition evaluation enter the following:
       a) Program Note 1: COVID 19 no exit scores
       b) Program Note 2: "Part B Entry" or "Transition"

  3. If the student didn't receive 6 months or more of services prior to COVID-19 closures, the only program note should be "1".

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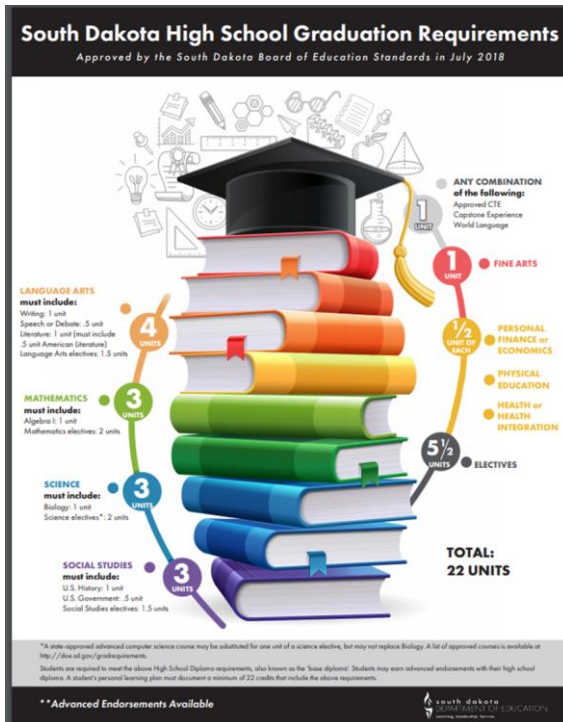
High School Graduation Requirements

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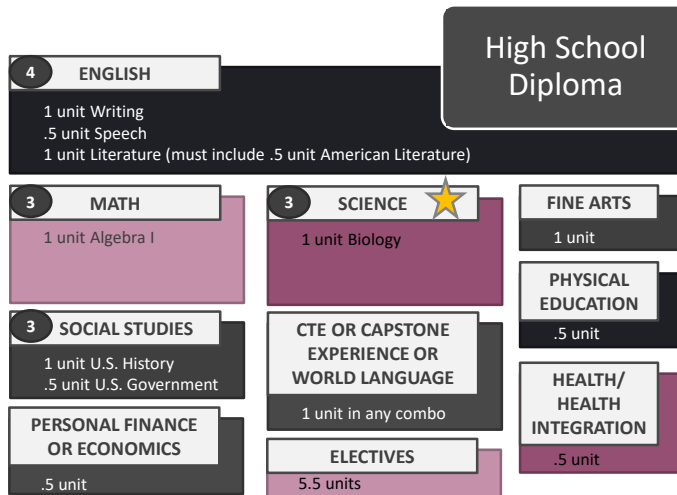**High School Diploma Requirements**

High School Diploma

Advanced Endorsement

Advanced Career Endorsement

Advanced Honors Endorsement

https://doe.sd.gov/gradrequirements/

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High School Diploma

4 **ENGLISH**
1 unit Writing
.5 unit Speech
1 unit Literature (must include .5 unit American Literature)

3 **MATH**
1 unit Algebra I

3 **SCIENCE** ⭐
1 unit Biology

FINE ARTS
1 unit

PHYSICAL EDUCATION
.5 unit

3 **SOCIAL STUDIES**
1 unit U.S. History
.5 unit U.S. Government

CTE OR CAPSTONE EXPERIENCE OR WORLD LANGUAGE
1 unit in any combo

HEALTH/ HEALTH INTEGRATION
.5 unit

PERSONAL FINANCE OR ECONOMICS
.5 unit

ELECTIVES
5.5 units

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Impact For Students with Disabilities

ARSD 24:05:27:12
Ability to Change Grad Reqs

HOWEVER...

Accommodations = Same Learning Expectations

Regular high school diploma

vs.

Modifications = Changing Learning Expectations

FAPE obligation continues. District must offer an IEP until grad requirements are met, student ages out or discontinues education

For more information and assistance, use the
Guidance Policy: Applying Graduation Requirements to Students with Disabilities

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Graduation Requirements

Teams should explore all options to keep student on track for a regular diploma including course design, delivery and accommodations

If team determines to modify requirements, needs to be documented in course of study on IEP. Parents and student should be made fully aware of any implications.

Modified requirements do not end district obligation to provide a FAPE.

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For students that the IEP team modified requirements, the student is eligible to continue until:

- *Completes regular diploma requirements*
- *Chooses to discontinue education either by revoking consent for services or dropping out.*
- *Ages Out*

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What are some other elective options for ELA and math courses?
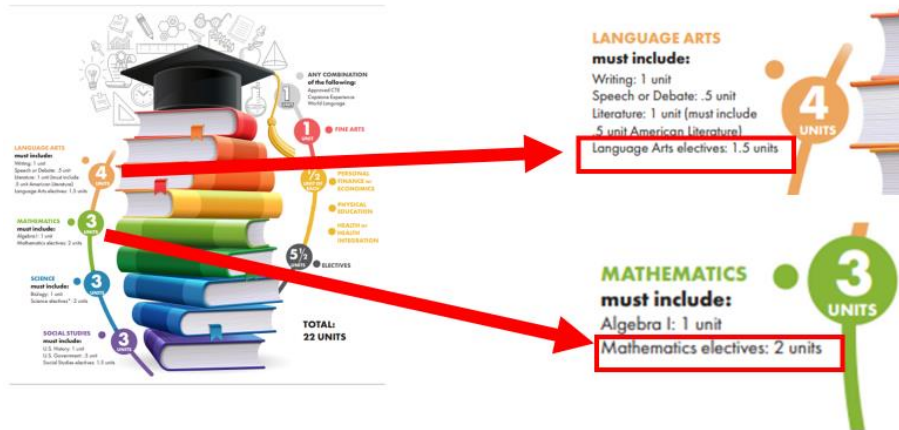
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South Dakota Common Course Codes

- Spreadsheet with course code, category, course title, and course description
- In the Documents section
- https://doe.sd.gov/contentstandards/commoncourse.aspx

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Special Education Data

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Sped Updated Reporting Sheets

- Can be found at https://doe.sd.gov/sped/documents/SIMSReport-0820.pdf

- The Special Education Reporting Sheet is a tool that case managers can complete after IEP and eligibility meetings. It contains the information for the special education section of campus enrollment. Once completed, it can be given to the staff who updates campus.

Special Education Data Reporting Enrollment Sheet (8.20.2020)

nt Name:	SIMS #
ive Date:	End Date (or date change takes

al Education Placement Category (Circle One)
Age 6-21 and 5-year olds enrolled in Junior Kindergarten and garten
- General Classroom w/Modifications 80-100%
- Resource Room 40-79%
- Self Contained Classroom 0-39%
- Separate Day School
- Residential Facility
- Home/Hospital Program

ool Age 3-5 (Except 5-year olds in Junior Kindergarten and garten-use 0100 Codes)
- EC 10 hours +, services in Reg EC
- EC 10 hours +, services in other location
- EC less than 10 hours, services in Reg EC
- EC less than 10 hours, services in other location
- Special Education Class
- Separate School
- Residential Facility
- Home
- Service Provider Location

Instruction Program Type (Circle C
(This is determined by the coding used
completed by business manager or sp

- A. Mild to Moderate Disabilitie
- B. Severe Disabilities
- C. Speech Only
- D. Early Childhood (ages 3-5 ex Kindergarten and Kindergart
- E. Day Program
- F. Residential Program
- G. Homebound Program

Special Education Primary Disabili
- 0500 – Deaf-Blindness
- 0505 – Emotional Disturbance
- 0510 – Cognitive Disability
- 0515 – Hearing Loss
- 0525 – Specific Learning Disability
- 0530 – Multiple Disabilities
- 0535 – Orthopedic Impairment
- 0540 – Vision Loss

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Battelle Developmental Inventory (BDI) Users Listserv

- Developed as an avenue for collaboration between professionals with access to the BDI Data Manger
- Access will be granted via the email address provided on the BDI User License Update form submitted by each school district
- Students' Personal Identifying Information (PII) needs to be excluded from the collaboration within the listserv to maintain confidentiality
- Replaces the Early Childhood Listserv which will be eliminated in mid-September 2020
- BDI Listserv will be available the beginning of October 2020

WE WILL KEEP YOU POSTED!!

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BDI-3 Update

- Expected release date: **September 21, 2020**
- Districts should plan to start utilizing by **July 1, 2021**
- Special Education Programs is working on subscription license contract with Riverside Insights
- School districts will be notified within the next couple months regarding subscription and kits
- A link to the BDI-3 overview can be accessed once logged into the BDI-2 Data Manager

The Battelle Developmental Inventory - Third Edition is coming Summer 2020! Head to bdi-3.com **today to sign up for news and updates as they become available.**

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Birth to 3 to Part B 619 Transition Manual

South Dakota Guidance:
Transition from IDEA Part C (Birth to 3) to IDEA Part B 619 Programs

Individuals with Disabilities Education Act (IDEA)

South Dakota Department of Education
Special Education Programs
800 Governors Drive
Pierre, SD 57501
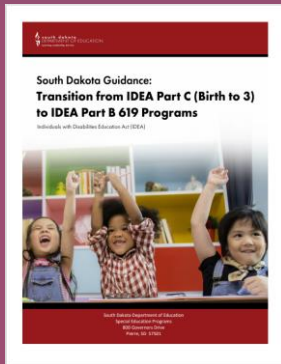
Special Education Process and Forms

Accountability Process
Dispute Resolutions
Early Child Special Education
Individual Education Program Process Documents
Parental Rights
Special Education Administrative Rules

SD Transition from B-3 to Part B 619 Programs

- SD Transition Training Part 1
- SD Transition Training Part 2
- SD Transition Timeline
- Transitioning Manual

- The format has been changed by providing links to the Federal Regulations and Administrative Rules of South Dakota

- Content of the manual remains the same

- Access the manual through Special Education Programs – https://doe.sd.gov/sped/

- Early Childhood Questions – Contact Debra.Willert@state.sd.us

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Indicator 14 Appendix A

- Students that have exited high school in the 2019-2020 school year
  - Graduated
  - Aged out
  - Dropped Out
- Demographic data has been loaded
- Need to complete a few questions (info can be found on the student's IEP)
- Due **October 1st**
- https://apps.sd.gov/DP42LaunchPad/Logon.aspx
- Login is unique to Indicator 14
  - Contact Beth.Schiltz@state.sd.us

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Indicator 14 – Appendix A

1. Select Action
2. Select Post School Status Indicator 14
3. Select Appendix A
4. Make sure the school year is 2020
5. Hit search to see which students are already uploaded
6. Or hit add new student to add those not yet in the system

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Indicator 14 – Appendix A

1. Hit search
2. List of students – click paper in front of name
3. Click on Demographics and check to make sure info is correct – hit save
4. Click on Part 2 – several questions need to be completed – hit save
5. Click Parent/Guardian Contact info – must be completed – hit save
6. Best Friend Contact Info – this is optional

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Indicator 14 – Appendix A
Errors

- If student has returned to school, they should be removed
- If a student is listed twice, one needs to be removed
- If student transferred to another district, should be added to the most current district
- Other errors?

- Only state staff can remove students
- Contact Beth.Schiltz@state.sd.us or call 605-773-4257

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Miscellaneous

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Tools for Teachers & Gizmos Webinar			
Date	**Time**	**Audience**	**Link to Register**
Sept. 30	10:00 am CST/ 9:00 am MST	Administrators, Assessment Coordinators	https://southdakota.gosignmeup.com /public/Course/browse?courseid=130 34
Sept. 30	3:30 pm CST/ 2:30 pm MST	Teachers	https://southdakota.gosignmeup.com /public/Course/browse?courseid=130 32
Oct. 7	4:30 pm CST/ 3:30 pm MST	Teachers	https://southdakota.gosignmeup.com /public/Course/browse?courseid=130 33

Questions? Contact Matt Gill at Matthew.Gill@state.sd.us

Tools for Teachers and Gizmos Trainings

- Tools for Teachers
  - Formative assessment resources for ELA and Math (free)
  - Aligned to SD Standards
  - For teachers administering the state assessment
- Gizmos
  - Science resources (free)
  - Aligned to SD Science Standards

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helpline center

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Do you need help?

Call 211
or **text** your zip code to
898211

Our staff is available
24 hours a day

Feeling stressed?
Feeling anxious?
Feeling lonely?
Feeling scared?
Need food?
**Does your family need help
finding a place to live or paying bills?**

HOPE

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2021 Sped Conference survey

- We need your help!
- 2021 Sped Conference will be virtual this year
- Please complete the one question survey found at:
  https://www.surveymonkey.com/r/NNFMJM2

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Next SPED Director's Live Meeting

October 20, 2020

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